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ABSTRACT

The three year Career Education Program in South Dakota has two major objectives to be accomplished on a Statewide basis: (1) to help all public and private schools in South Dakota implement career education programs, and (2) to provide every student in the State an opportunity to develop self-awareness, favorable work attitudes, and career decision making skills. Outlined are the problem area which generated the program, the program goals and objectives, the procedures followed, and the accomplishment of the project in the areas of: elementary and secondary curriculum guides, a guidance component, information dissemination, inservice workshops, teacher education programs, advisory committees, conferences and visitations, and bibliography development. The detailed independent evaluation of the first year of the program presents assessments of: the progress of the project in its effort to establish a framework for the development of a Statewide program; the impact of workshop and training programs in providing the 50 target schools with the expertise to implement career development models, curricula, and materials; and the guidance component. (Author/BP)

ED101109

FIRST INTERIM REPORT

Project No. V361015
Grant No. OEG-0-73-5291

Statewide Implementation of K-14 Project of Career Education, Occupational Counseling, and Bridging the Gap Between School and Work

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Exemplary Project in Vocational Education
Conducted Under
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CE 002 854

Clayton D. Carlson
South Dakota State Board of Vocational Education
Division of Vocational Education
222 W. Pleasant Drive
Pierre, South Dakota 57501

September 12, 1974

Telephone 605/886-3977

Career Education

435 Tenth Avenue Northwest
Watertown, South Dakota 57201

September 12, 1974

John W. Lacey, Senior Program Officer
Vocational Technical Education
Department of Health, Education, & Welfare
Region VIII
Federal Office Building
19th and Stout Streets
Denver, Colorado 80202

Dear Sir:

I am herewith submitting the First Interim Report of the South Dakota Career Education Program.

Our schools and the education they are providing our children have become matters of critical national importance. The changes taking place in our occupational structure under the impact of technology make it imperative that we help youth make the most of their talents and opportunities. We need to consider changes, and we need to blend old and new ways that will accomplish our goal of helping young people become productive members of society.

In this first year of a three-year program, 50 school systems had the opportunity to participate in the career education thrust. This opportunity will be extended to all public and private schools in the state over the next two years.

The Career Education Program is seeking to help students at all levels gain a better understanding of the reasons they are going to school and the ways in which their education will be useful to them after they have completed school.

Respectfully,

Clayton D. Carlson
Director

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PREFACE

Most administrators, teachers, and counselors assume that the purpose of education is to prepare people for life. Schools exist to help train the young person to function effectively in the various roles that comprise adulthood. The adult is a citizen — education should help prepare him for the responsibilities of citizenship. The adult is a consumer of leisure -- education should help him develop the talents, interests, and insights that will enable him to find meaning and fulfillment in his leisure time. And the adult is a worker. Education must prepare every student for this role.

Career education, then, is not the entirety of education. Nor is it a gimmick to elevate one segment of education above another. Its purpose is to help prepare all students to function effectively and productively in the working world, at whatever level.

Career education is neither a momentary fad nor a revolutionary discovery. Its elements have always existed in American education. The present emphasis on career education is a process of rediscovering and consolidating the concepts and practices long present in our schools. It seeks to give the student a firm foundation in the basic skills of education -- the ability to read, write, communicate, calculate. It attempts to continually relate these skills to the world of occupations in which all adults participate. It believes that many more students will see the relevance of academic instruction when the classroom is directly related to the working world.

Career education emphasizes the importance of self understanding and career exploration in preparing the student for his role as an adult worker.

The dynamic of life is growth. The objective of career education is to contribute to this life force.

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REPORT SUMMARY

A. Time Period Covered

This First Interim Report of the South Dakota Career Education Program covers the period from September 13, 1973, through September 12, 1974.

B. Goals & Objectives

Two major objectives are to be accomplished on a statewide basis: (1) Help all public and private schools in South Dakota implement career education programs, and (2) provide every student in the state an opportunity to develop self awareness, a favorable attitude toward work, and develop and practice career decision making skills.

C. Procedures Followed

The Career Education Program is designed to serve the entire K-14 enrollment of the state's public and private schools. Fifty school systems were given the opportunity to participate in the program during the first year, with selection made from those schools indicating the strongest interest in forming multi-district associations.

A special provision is to allow $200 to each participating school system to help them secure materials and information for implementing a career education program.

A general overview of career education, rather than an in-depth presentation, was given to the staff of each school, followed by an invitation for a small selected team of staff members to visit the Career Education offices in Watertown for an in-depth career education experience.

D. Results & Accomplishments

Prior to the first meeting with career education contact persons from the participating schools, Career Education staff personnel were developing, improving, and publishing materials for the schools. Numerous orders for additional materials have been received from schools cooperating in this first year's program.

Following meetings in December with the contact persons, the first workshop in the field was held in early January. Workshops continued through late May, and involved 34 schools.

Workshop procedures were changed and improved over the course of the year, resulting in an effective inservice training format.

The major career education thrust at the elementary level was to develop programs of career awareness. Special efforts at the secondary level was the development of a series of curriculum guides. Materials were identified, purchased, and produced for use in secondary schools, and schools were introduced to the multi-district career center concept.

Counselors in the target schools were provided with new and useful materials and information to help further the career education process in their schools. Two summer seminars in counseling, guidance, and placement were sponsored by the CE Program, and involved some 100 counselors. The one-week sessions combined the presentation of information on a wide variety of career development, life/career planning, and resource development and utilization programs with counselor work sessions devoted to developing programs based on student needs.

Bibliographies developed in elementary curriculum, secondary curriculum, and guidance and counseling served as guidelines to schools in making purchases of career education materials.

E. Program Evaluation

This was a year of beginning for the Career Education Program, and changes in procedures, workshop methods, school selection, etc. were implemented as needs became apparent. Pre- and post-testing and/or surveys of students and teachers were not possible. Measurement of qualitative type changes is difficult under non-controlled conditions.

It appears that a satisfactory framework is available for the second year of operation. Plans should be developed to have systematic followup over the next two years for those schools worked with this year.

F. Conclusions, Implications, & Recommendations

The inservice workshops held with teachers at various school systems seem to be of special interest to participants at each workshop site. Identifying those having a high level of interest in career education, then working intensively with these people, appears to be an effective method for beginning specific activities in the various schools.

The CE Program will build upon what it considers a successful first year in its efforts to implement sound career education practices in K-14 education in South Dakota.

The dissemination activities of the CE Program have aided the growing feeling in the state that the career education concept is an important and meaningful one that must be promoted in the schools.

A. PROBLEM AREA

The problem area for the present program in career education is outlined in the Project Proposal, submitted December 8, 1972:

> "In the past, and at the present time, great emphasis has been placed on academic education and little on vocational education and career development (in South Dakota).
>
> "South Dakota and the U.S. Office of Education had previously funded several programs which addressed themselves to a total program of vocational education and career education. These exemplary programs were designed to have been implemented to review current literature on the subject of K-12 Career Education and other concepts and to develop a system of integrating occupational information into individual project school's existing curriculum. These programs have had considerable success in their restricted areas, but have not been in a position to provide a program of inservice education to staff members on a statewide basis.
>
> "In addition, scant attention has been paid to the job placement aspect. Currently graduates are placed into programs of vocational training or academic training with no consideration given to personal qualifications of either the individual or the unique requirements of the job.
>
> "Presently counselors are academically oriented and tend to think in academic terms. There is a need for a program to assist them to see the overall benefits in meeting the total needs of young people. In-depth, inservice programs for present guidance counselors are necessary. This project will also serve the institutions that presently train guidance counselors.
>
> "The elementary curriculum is designed to glorify the profession. Academics are of prime importance. Again the inservice work with elementary teachers and the introduction of new materials on occupations and career awareness is needed.
>
> "The secondary curriculum includes some work in industrial arts. These courses have generally not been meeting the needs of students because of their lack of the work-related concepts. The glamour of the college degree overshadows the worth of work. Inservice education to emphasize the needs of students in all areas of work, the availability of resource materials covering all occupations and general classes in preparing students for careers after high school completion are needed.
>
> "Dropouts are not a great problem. However, a certain percentage occur regularly, more from disinterest than from lack of ability. A program designed to encourage enrollment in other than academic pursuits is essential. Meaningful course content needs to be

designed to retain the dropout and the potential dropout.

"All students need an introduction to many fields of careers, both on the professional level and the technical level. Appreciating every area of endeavor is essential.

"To culminate the activity of guidance and counseling, direct interest needs to be taken in graduating students or students leaving school at both the secondary level or at the post-high school level. Special preparation such as placement, apprenticeship programs, and post-secondary opportunities should be given each student.

"School should provide an opportunity for each student to secure a background for the world in which he lives. A broad experience, an encouragement to consider all areas enabling him to work is essential. He should be aware of what is needed for him to succeed in the occupation he prefers, how he would contact the type of work he would like, and what opportunities are in the field. The great variety of opportunities will be of benefit to him only if he knows of their existence and how to utilize them.

"As students begin to develop self established career goals, guidance and counseling services should be provided to help each individual plan an educational path toward the tentative goal which he has set."

This path may take him through a secondary school career preparation program, enabling him to enter a job immediately upon graduation from high school. On the other hand, the path may take him through a two year post-secondary occupational preparation program, enabling him to enter work in a technical-level job. For still other students, the path may involve going through a four year college in preparation for a professional type job.

B. GOALS AND OBJECTIVES

Two major objectives are to be accomplished on a statewide basis: (1) Help all public and private schools in South Dakota implement career education programs, and (2) provide every student in the state an opportunity to develop self-awareness, a favorable attitude toward work, and develop and practice career decision making skills.

In addition, the following specific objectives are called for:

- Develop programs of career awareness in the elementary schools, and career orientation and exploratory experiences in the junior high schools.
- Provide job preparation in grades 10-14 with special emphasis on work experience and cooperative education opportunities.
- Design programs to insure placement of students in a job, in a post-secondary occupational program, or in a baccalaureate degree program.
- Insure adequate occupational guidance and counseling programs in all South Dakota schools over a three year period.

Goals are outlined as follows in the Project Proposal:

- Develop and implement an inservice program for counselors, on a statewide basis, on occupational counseling to increase the ability of counselors to serve the needs of all students.
- Develop a program of occupational information and career awareness to be integrated into the curriculum of schools (K-6) throughout the state. This program will be designed to increase the students' knowledge of the "work world" and help apply the curriculum to employment.
- Develop and implement a program of occupational information, orientation, and exploration for secondary students (7-9) that will increase their knowledge of work, provide them an opportunity for exploratory experiences, and help them see first-hand occupations and training programs unfamiliar to them.
- To develop a process for in-depth exploration by students, (10-14), to prepare for careers. This would include job observation, work experience, and cooperative education opportunities.
- Develop and implement provisions to insure initial placement of all students at the completion of their schooling. Intensive occupational counseling, career awareness, exploratory experiences, and job preparation appropriate to the ability and interests of the students . . . will aid in reducing the flow of students into the ranks of the underemployed or unemployed.

C. PROCEDURES FOLLOWED

The present program supersedes the Career Development Project which functioned from 1970 to 1973 in the Watertown School System. Many features of the previous program are retained in the present one, and five of the seven staff positions were retained. These are director, elementary curriculum specialist, secondary curriculum specialist, guidance and counseling specialist, and information specialist. The positions of work experience coordinator and guidance and counseling specialist stationed at the Watertown Senior High School were eliminated.

Personnel from school districts throughout the state visited the project site, and Career Education staff members visited and conducted workshops in schools to help them devise and implement career education programs. Materials and information developed and acquired in both the old and new programs were disseminated to the participating schools.

The CE Program is designed to serve the entire K-14 enrollment of the state's public and private schools, which had an enrollment of 85,645 students last school year. Of this number, 3,505 were minority students, predominately American Indian, in the schools served during the first year.

The thrust of the program is two-fold: to help all public and private schools implement career education programs, and to give every student an opportunity to develop self awareness and a favorable attitude toward work, and help him develop career decision-making skills.

The CE Program is designed to serve all schools in the state of South Dakota, with approximately one-third of the total participating during each year of the project. In order to establish priorities for participation — especially during the first year of the project — the following criteria will be employed:

Year One: The schools participating will be chosen from those indicating the strongest interest in forming multi-district associations, with final consideration based on the following factors:

1. Geographic distribution
2. Ethnic distribution
3. Existing vocational-technical facilities.

Year Two: Priority will continue to be given to those schools indicating interest in multi-district associations along with consideration of other factors in determining the second group of participating schools.

Year Three: The schools not involved in the multi-district concept will be the focus of attention during the third year.

During the first project year, fifty school systems were to be served, with selection made from those schools indicating the strongest

interest in forming multi-district associations. Inservice career education programs were held with thirty-four schools the first year of the program, some of the targeted schools choosing not to participate.

For the second year of the program, seventy-five additional schools have been identified for participating in career education programs, with the remaining schools targeted for participating during the third and final year.

There are five major components in the Career Education Program:

Guidance and Counseling This aspect of the program is designed to help counselors see the overall benefits of meeting the total needs of young people. This effort will involve inservice workshops in occupational counseling.

Elementary Career Awareness Career awareness and exploration, rather than career selection, is emphasized. Occupational information is integrated into the present K-6 curriculum in a variety of ways — field trips, materials relating career education concepts to all facets of the curriculum, interest surveys, and a study of the career life models of a variety of people — to mention a few.

Junior High - Middle School This phase of Career Education activities opens up exploration of many kinds of careers through exposure to career clusters and the kinds of preparation necessary to enter various kinds of work. While more specialized, each student's course of study is still designed to allow latitude in learning more about himself in relation to work.

Job Preparation - Grades 10-14 Senior high school students explore one or more of 12 career clusters in depth, and focus on specific decision-making situations. As students begin to develop self-established career goals, guidance and counseling services are provided to help each individual make an educational plan toward the tentative goals he has set. On-the-job observation programs are provided through existing and developing vocational-technical offerings in the participating schools. Special programs are designed to bring community resources and interested groups of students together. This part of the program also includes released time for secondary students for on-the-job observation.

Placement Activities A systems approach to placement helps students in contacts with professional workers, laymen, and parents. Each school determines its own priorities, and the local guidance department is encouraged to give leadership. The systems approach encourages the counselor to do more group guidance work, recognize the role to parents, and establish more teacher involvement in the guidance program. Counselors are encouraged to review testing programs, develop greater community involvement, obtain better sources of occupation information, and

develop an attitude of helping students who need help most. A placement model includes such activities as preparing students for meetings with employers, involving students in the operation of a job placement service, and establishing an advisory council representing business, industry, labor, community agencies, teachers, administrators, students, and parents. There will be a follow-up of students leaving high school to determine program effectiveness.

A special provision is to provide $200 to each participating school system to help them secure materials and information for implementing a career education program. This expenditure must have the prior approval of the project.

An extensive review of the literature relating to career education was conducted by the project staff, and many of the most workable ideas were incorporated into a plan of action for the South Dakota schools. Visits by staff members to other career education programs in the Midwest, and with leaders in career education in the state and nation added to the body of information used during the program's first year.

Planning by the entire staff at the outset of the program was geared to selecting the schools that would participate in the first year of project activities, and holding workshops for the career education contact people from these schools. Contact people for career education had been identified from about half of the public school systems in the state through a career education interest survey conducted in the spring of 1973. To help identify the schools desiring to participate in the program during the 1973-74 school year, a Participation Request was sent to all 191 public school districts and to 22 private secondary schools in the state. A return of 94 positive replies was received, representing a 47.41 percent response. Selection of 50 schools was made from this group, based on location, geographic distribution, and affiliation with a multi-district vocational high school.

Two 2-day career education orientation workshops were held in December, 1973 for contacts from the participating schools. This was followed by workshops conducted in the participating schools. The first several workshops were conducted with entire school staffs, which brought together teachers with varying degrees of acceptance of the career education concept. In some cases, the teaching staffs of three or four schools were present. It soon became apparent that this procedure had some intrinsic shortcomings, since the time allotted was often too brief and the groups were usually too large. Extremely diverse attitudes toward career education were found within each group. Thus, too much time had to be spent dealing with negative views, leaving too little time for demonstrating career education implementation. The workshop strategy was successfully modified, using the following method:

Method of Presentation

A general overview, rather than an in-depth presentation, is given to a school staff. This is followed by an invitation to the administra-

tion of the host school to allow selected elementary and secondary teachers and a counselor, or any team of staff members exhibiting a strong interest in career education and who would be innovators or opinion leaders in their setting, to visit the Career Education offices in Watertown for a one-day, in-depth career education experience.

This approach has proved most satisfactory, and has resulted in the CE staff working with people whose level of interest is high and whose attitude toward career education is positive. This approach also provides the time and means to conduct an effective and detailed presentation on ways to implement career education at all levels. In these small workshops, the elementary curriculum specialist works with the K-6 teachers and administrators, the secondary curriculum specialist works with the 7-12 teachers and administrators, and the guidance counselor works with the school's counselor delegate.

Schools more than two or three hours driving time from the project site are still served entirely at their location. Schools sending a team to Watertown must provide their own substitute or otherwise arrange a system for teacher release for inservice training. The CE Program pays for mileage and meals.

The staff-conducted workshops consist of a general exposure to the career education concept, including the background and thinking involved in career education, and an outline of the need for career education. Staff members in elementary and secondary curriculum and guidance and counseling discussed career education practices with personnel in their areas.

A set of elementary curriculum guides and a field trip guide, both developed in the original exemplary career education program, were left with each school system during the workshops for teacher reference and duplication. A slide presentation shows teachers activity ideas which are oriented toward career education, yet integrated into the elementary curriculum. A wide range of curriculum materials are shared with the elementary teachers.

The secondary curriculum specialist discussed materials and procedures for implementing career education at the secondary level. It was emphasized to secondary staffs that career education is not a regidly defined program with a specific end point, but rather a process aimed at career decision making so students can shoose and train for a career, and be free and prepared to choose again later in life.

The counseling specialist works on an individual or small group basis with the counselors in the participating schools during a workshop.

Traditionally, much of the guidance done in high schools has centered around the college-bound student. Guidance counselors, in order to better serve students, need to have more expertise in the areas of occupational counseling, career preparation, and decision-making processes. In order to determine if advances have been made in these processes, guidance counselors in the participating schools will be surveyed at the end of their participation to see if:

- The program has made student behavior more positive
- Career goals are more identifiable
- Teachers have been helped in implementing career guidance activities into the classroom
- Grades have improved
- The community and parents are involved and cooperating

In-School Resources

The in-school resources available for the guidance and counseling component consist of a wide range of resources available within the CE Program, both free materials from business and associations across the nation, and commercial materials. The latter includes such staples as the Occupational Outlook Handbook and the College Handbook. In addition, a number of instruments, such as a post-high school opportunities poster, a college curriculum poster, and career cluster manuals have been developed. These are discussed under RESULTS AND ACCOMPLISHMENTS.

Out-of-School Resources

The Vital Information for Education and Work (VIEW) program located at the University of South Dakota at Springfield provides microfilm aperture cards covering occupations, apprenticeship, post-high institutions, armed services, financial aids, and special needs for the mentally handicapped. Among the services offered by the State Employment Service are a statewide computerized job finding network and various resource publications.

Various informational tools for using the Educational Resources Information Center (ERIC) are available. The entire ERIC library is accessible through the University of South Dakota, and the CE Program has some 200 ERIC titles pertaining to career education.

Information from other career education programs in the nation is often valuable as a guidance and counseling source. The State Division of Elementary and Secondary Education provides resources and services in guidance and counseling.

Each participating school determines its own placement priorities for existing students based on its needs, budget, and existing activities. The guidance department is encouraged to act as the leader in this process. The goal is total placement of students in occupations, colleges or universities, or vocational-technical schools. Counselors are encouraged to review testing programs, develop greater community involvement, improve upon sources of occupational information. The goal is for each student to be provided a series of comprehensive career development activities aimed at broadening relationships between the student, school and community. The intent, however, is not to structure a rigid placement model, but for each school to develop a program suited to the needs of its people and resources.

D. RESULTS & ACCOMPLISHMENTS

The Secretary of the Department of Education and Cultural Affairs and the heads of two of the Department's divisions, the State Superintendent and the Director of Vocational-Technical Education, have been kept abreast of the activities of the CE Program. These leaders in South Dakota education have endorsed the career education concept and continue to cooperate in career education planning at all levels of education.

"It is my hope that all school youngsters have an opportunity to develop an awareness of the world of work," State Superintendent Don Barnhart said in a letter to the program. "Your statewide project can help develop this awareness. I support your project and appreciate your keeping me informed as to your planning and activities for South Dakota school personnel."

The CE Program accepted an invitation from the Division of Elementary and Secondary Education at Pierre, headed by Dr. Barnhart, in December, 1973 to make an inservice career education presentation to the DESE staff. This opportunity was followed by other invitations for staff participation in programs and events, resulting in widespread recognition of the CE Program and acceptance of career education concepts by educators. Examples are a meeting in Clayton Carlson, CE Program director, and Dr. Thomas Kilian, Secretary of the Department of Education and Cultural Affairs, in August, and frequent cooperation between CE Program staff specialists and staff members from the state education divisions. These contacts are explained more fully under the headings concerning accomplishments of the individual staff members.

South Dakota colleges and universities are showing interest in career education at two levels: (1) implanting the career education concept during the teacher training phase, and (2) career planning with college students. Dakota State College at Madison has enlisted the aid of the CE Program in writing a proposal for career education in teacher training.

The impact that a small career education program staff is having in integrating and implementing the career education concept on a statewide basis is the subject of the remainder of this section of the Report.

Elementary Curriculum

Mrs. Henel Dickson, elementary curriculum specialist, assisted in all workshops, visitations, and other activities to help schools implement career education in their elementary curricula.

Extensive use was made of a set of six elementary awareness guides, developed in the first exemplary career development program at Watertown by Mrs. Dickson and Watertown elementary teachers. These guides give an in-depth insight into awareness levels, and reveal how to teach career education through integration, self awareness, and attitudinal development.

The guides include a section on self awareness and decision making, a volume on career awareness in primary grades, and one on career aware-

ness for intermediate instruction. These cover a wide variety of careers, representing each cluster.

Additional lessons were created for use as handout examples of career education oriented lessons. Effectiveness was confirmed through exposure of the lessons to elementary teachers in the Watertown system, particularly the McKinley Elementary School, which served as a demonstration school during the year.

The dignity of work is stressed in many of the lessons. A sample K-6 self awareness and world of work language arts lesson was developed for use immediately after a workshop.

A goal statement chart was devised and used during the year that is based on the set of awareness guides. It gives a complete scope and sequence for a career education program.

A field trip guide, "Career Explorations — Designs for Field Trip Reporting," is widely used in the elementary program and deals with planning and follow-up for meaningful field trips. This guide has specific behavioral objectives.

A variety of charts and games were devised by the elementary curriculum specialist. Examples are a syllable game designed for 2-4 players in the sixth grade and above, using a career cluster vocabulary, and a game utilizing flashcards made from magazine pictures to teach beginning sounds.

Mrs. Dickson worked with the administration of the Multi-District Career Center on a child care course for its secondary curriculum. This program has not yet been implemented. In addition to conducting the elementary curriculum portion of the workshops, Mrs. Dickson made various other career education presentations to teachers, visitors, and groups from visiting schools, and was invited to conduct workshops at schools outside the state, including the system at Omaha, Nebraska.

Secondary Curriculum

Major efforts in secondary curriculum were centered upon developing curriculum guides, with emphasis on grades 7-9. The guides are intended to serve as a catalyst, not as the total of secondary career education, and teachers implementing career education in most cases move beyond the suggested activities. Guides were written for health, music, American history, and language arts.

A primary objective was to produce guides which suggest various ways of integrating career education into the established curriculum. The guides have three major emphases: Exploratory — suggests a series of exploratory activities designed to introduce students to some of the career implications of the subject being studied. The guides for music and health are examples. Relevance — suggests activities that can show the student how the study of a basic learning skill such as language arts or math has crucial relevance to the student's ability to perform effectively in the adult working world. The language arts guide combines this

approach with exploratory activities. Thematic — suggests how a career oriented theme can be used as a major focus for a specific course. The American history guide is an example of this approach.

A variety of curriculum guides and materials were acquired from commercial and public sources.

The Guidance Component

The guidance component of the CE Program emphasized consultative assistance to school counselors and the development of career education materials for use in career counseling and guidance activities in the contact schools.

Douglas Herzog, guidance and counseling specialist, assisted counselors with program development and utilization of information and materials in the guidance program.

Materials were recommended or developed that were adaptable to the environment of the small rural schools that predominate in South Dakota:

Cluster Directories — The program has adopted a career cluster format to help students study the many career options. This format establishes an orderly classification system based on the similarity of 13 work environments and nearly 100 job families. Two cluster directories were published and distributed to all school counselors in the state. They are entitled "Career Clusters: What They Are and How to Use Them," a "Student Mini-Directory," and "Career Clusters: What They Are and How to Use Them, a Counselor's Guide." The student directory is designed to help students understand the content of clusters and job families, and the counselor guide clusters many of the more common occupations.

Cluster Interest Inventory — This inventory was developed to further help students in their investigation of the world of work. It directs the student to indicate his like or dislike of jobs representative of each cluster and each job family. It also helps the student explore his interest in hobbies, sports, school subjects, and basic job characteristics.

Student Guidance Survey — This instrument determines the needs of students in the areas of guidance, counseling, and placement. It was developed by the counseling specialist in cooperation with the Division of Elementary and Secondary Education.

After High School What? — This poster gives the sources of basic information, the contact, cost/pay, length of training, type of training and positions available, and requirements for the following areas: Apprenticeship, vocational-technical training, college, federal civil service, State Bureau of Personnel, Employment Service, and military.

Higher Education Opportunities Poster — Includes all educational opportunities in South Dakota's public and non-public colleges and universities.

Job Characteristics Worksheet — Developed for use with the 1974-75 edition of the Occupational Outlook Handbook.

Job Characteristics Inventory — Utilizes the format of the Occupational Outlook Handbook, and designed for use in conjunction with the Handbook and other resources.

Portable Career Laboratory — Serves as a central source of career education materials in small schools. Contains information on occupations, apprenticeship, military, labor markets, personal problems, entrance tests, financial aids, employment opportunities, bulletins and catalogs. It is also stocked with such staples as the College Handbook and the Occupational Outlook Handbook. The unit can be built at a materials cost of about $15. Blueprints are supplied by the CE Program.

Financial Aid Handbook — "Dollars and Sense" was produced in cooperation with the Association of Financial Aid Administrators and Youth Services Systems. It contains information on federal and state financial aid programs.

Guidance Handbook — An intrinsic part of the National Conference on Career Guidance, Counseling, and Placement in St. Louis, Missouri in February, 1974, attended by the counseling specialist, was local school plan development. The state was given a grant of $2,000 to develop a guidance handbook. Mr. Herzog assisted in its development, and the handbook was introduced to counselors at two summer seminars.

Information Consortium — A consortium of small schools to receive mailings of career information from major firms or associations was explored. Mailing labels were furnished to an organization for mass mailings to selected schools on a trial basis. Both the organizations and the schools have indicated a strong interest in this simplified system of sending and receiving information, and the CE Program is giving it further consideration.

Summer Seminars — Two one-week summer seminars, designed to help counselors develop a career guidance, counseling, and placement plan for the 1974-75 school year, were sponsored by the CE Program in cooperation with South Dakota State University, the Division of Elementary and Secondary Education, and the Division of Vocational-Technical Education.

The first seminar was held June 3-7 at Camp Lakodia near Madison, South Dakota, and involved 41 counselors. The second session, involving 60 counselors, was held at Cheyenne Crossing in the northern Black Hills July 29-August 2. Keynote speakers were Dr. Norman Gysbers and Dr. Earl Moore, counselor educators at the University of Missouri. A wide range of other resource persons were on the programs. About half of the participants attended the seminars for graduate credit, offered through South Dakota State University.

Dissemination

Production of a career education newsletter called Viewpoint was begun in January, 1974 and four issues were produced during the year. The newsletter was published cooperatively with the Vital Information for Education and Work (VIEW) program at the University of South Dakota at Springfield. The newsletter was distributed to a mailing list of some 1100 educators in South Dakota and in other states, and proved to be a valuable means of disseminating current career education information.

Viewpoint contained news from the CE Program and from VIEW, and from the state and national education scenes.

Other dissemination was accomplished through newspaper stories, radio and television broadcasts, workshops and seminars, visiting groups, and presentations made to service clubs, guidance associations, and other groups, including the spring conference of the state Personnel and Guidance Association.

Some 850 pieces of printed material produced by the CE Program were sent through the mails during the year in response to requests. Nearly 4,000 other pieces of material — curriculum guides, guidance and counseling posters and booklets, field trip booklets, and various brochures -- were handed out at workshops and to visitors.

William Anderson, information specialist, made numerous contacts with school superintendents in the state concerning their participation in the CE Program. He also developed and responded to requests for career education information, developed and made career education presentations, wrote reports, assisted staff members in developing materials, and assisted an independent evaluation team and other visitors to the program. In addition, he took numerous colored slides of career education classroom situations and of instructional materials, developed slide presentations for the CE Program and for the Multi-District Career Center, wrote news stories, and assisted with the planning of program activities.

Extensive use was made of slide and slide/tape presentations during the year.

Workshops Conducted

Inservice workshops for administrators, teachers, and guidance counselors were held in the field beginning January 9, with the final one held May 14. These workshops were preceded by two 2-day workshops conducted in December in the CE Program offices for designated contact persons from the participating schools.

Workshops were held in the field for the following 40 schools. In some cases, two or more school staffs attended a combined workshop. The sessions involved some 2,100 teachers, counselors, and administrators:

Aberdeen public, Aberdeen St. Mary's, Alpena, Barnard, Belle Fourche,

Bison, Bradley, Brookings, Castlewood, Clark, Conde, Deadwood, DeSmet, Dupree, Faith, Forestburg, Frederick, Grant-Deuel at Revillo, Hazel, Hecla, Henry, Huron, Iroquois, Isabel, Lead, Lemmon, McIntosh, McLaughlin, Miller, Newell, School for the Deaf at Sioux Falls, Sisseton, South Shore, Spearfish, Sturgis, Timber Lake, Vermillion, Wessington, Wolsey, and Woonsocket.

Workshops were held in the CE Program offices for 71 staff members from the following schools:

Clark, Roncalli and St. Mary's of Aberdeen, DeSmet, School for the Deaf at Sioux Falls, Vermillion, South Shore, and Waverly.

Teacher Education Program

The problem of preparing graduates of teacher education programs to work with the career education concept was presented to the program by Dakota State College at Madison. DSC wants to devise and implement a model for career education at the teacher training level, and the CE Program director and staff are assisting the college in this endeavor.

Advisory Committee

A nine-member advisory committee for career education was appointed. Members represent student organizations, business, manpower affairs, youth services, employment security, and education. The committee made the following recommendations: (1) that inservice workshops with school systems be continued, followed by intensive day-long workshops with a team selected by the participating school system. This small group would have the responsibility for implementing career education in their district; and (2) that the CE Program consider the services of grades 13 and 14 for all people, regardless of age, as adults of any age may be in need of further occupational information and counseling.

Conferences and Visitations

CE staff members attended the South Dakota Governor's Conference, career education conferences sponsored by the state of Minnesota, various national and regional conferences, and visited career education programs and educators in Minnesota and Missouri. There were 142 visitors, from eight states and Canada, to the program site during the year.

Program personnel worked with Vital Information for Education and Work (VIEW) at the University of South Dakota at Springfield on a format change for VIEW information. VIEW has been on a microfilm/aperture card. The occupational information, available to all school systems in the state, will now be on microfiche cards, and clustered according to the format developed by the CE Program. VIEW has also been expanded to include information for the elementary grades.

"Decisions for Living," a manual for secondary students developed in 1973 by the exemplary program, was reprinted by the South Dakota Peni-

tentiary. The printing of 3,000 copies was committed to schools by the opening of the 1974-75 school year, and another printing is planned to satisfy the demand. The manual has been popular among workshop participants and visitors. It is designed to help students prepare for the transition from school to earning a living. It contains information relating to the "adult" or working world, and helps tie all course work together and relate it to life. It is student-centered, and follows the individual from grade to grade in high school, and goes with him when he leaves school. There has been a similar demand for other program-developed materials.

Bibliographies Developed

Three selected bibliographies were developed outlining elementary curriculum, secondary curriculum, and guidance and counseling materials. They serve as a guide for expenditure of the $200 allowed by program for career education materials, and provide each school with a basic reference for further investigation and purchase of career education information and materials.

The CE Program served as the agency to devise and submit a student questionnaire and an employer questionnaire on behalf of the Multi-District Vocational Center to evaluate the effectiveness of their on-the-job training program.

E. EVALUATION

First year evaluation of K-14 Project of Career Education, Occupational Counseling, and Bridging the Gap Between School and Work

Exemplary Project in Vocational Education

conducted under

Part D of Public Law 90-576

Project No. O-361-0159

Grant No. OEG-O-73-5291

prepared by

Dr. Kenneth Bryant, NSC, Aberdeen, S.D.
Dr. Alan Lindstrom, SDSU, Brookings, S.D.
Dr. Marvin Scholten, SDSU, Brookings, S.D.

INTRODUCTION

The proposal for a South Dakota statewide career education program was initiated December 18, 1972 by the State Director of Vocational Education. This proposal was subsequently approved and funded under Part D of the Vocational Amendments of 1968 as "Statewide Implementation of a K through 14 Project of Career Education, Occupational Counseling, and Bridging the Gap Between School and Work."

This statewide program serves as a pilot program for South Dakota, and is a model for statewide implementation of the career education concept. This program is designed to serve all school districts in the state over a three-year period.

The purpose of the program is "to provide all students, including out-of-school youth and adults, with the theoretical understanding and specialized marketable skills required for immediate employment in a realistic career entry job of their choice, or as a background for continued education in a university, technical school, or union and employer training programs."

Specifically, this K-14 program is designed to (1) help all public and private schools implement career education programs, and (2) provide every student an opportunity to develop self awareness, a favorable attitude toward work, and to assist each student in developing and practicing appropriate decision-making skills.

The program is located in Watertown, South Dakota, and functions as an agency of the State Board of Vocational Education. Fiscal and contracting services are provided by the Watertown School District.

The program has five-member staff consisting of a director, information specialist, elementary curriculum specialist, secondary curriculum specialist, and guidance and counseling specialist.

Purpose of the Report

The purpose of this report is to provide an evaluation of the project, entitled, "Statewide Implementation of a K through 12 Project of Career Education, Occupational Counseling, and Bridging the Gap Between School and Work." This evaluation is limited to an assessment of the first year, 1973-1974, of a three-year project.

Background of the Evaluation

Members of the evaluation team met at the project site (Watertown) on December 8, 1973 for the purpose of receiving oral progress reports from the project staff and planning the final evaluation process for the project. The evaluation team was composed of the following persons: Dr. Kenneth Bryant, Aberdeen; Dr. Marvin Scholten, Brookings; and Dr. Alan Lindstrom, Brookings.

Evaluation Limitations

Since the evaluation report covers the initial year of the project, evaluation efforts were limited to assessing the progress of the project in its effort to establish a framework for a statewide career development program. The major thrust of the project for the initial year was directed toward the involvement of key personnel in the target schools in the development of curricular and counseling vehicles to establish school-wide career development programs. Therefore, the evaluation was designed to assess the impact of workshop and training programs in providing the target schools with the expertise to implement career development models, curricula, and materials.

Due to the identified first year purposes of the project, no data could be provided on direct student benefits from the project. Evaluation efforts were focused on teacher, administrator, and counselor involvement in the fifty target schools. In addition, consultative assistance and curricular materials developed through the program were assessed.

Objectives of the Program

The program objectives for the first year were identified in the program proposal as follows:

1. The development and implementation of an in-service program for counselors, on a statewide basis, on occupational counseling to increase their ability to serve the need of all students.

2. The development of a program of occupational information and career awareness which will be integrated into the curriculum of schools (K-6) throughout the state of South Dakota. This program will be designed to increase the students' knowledge of the "Work World" and the application of the curriculum to the World of Work.

3. The development and implementation of a program of occupational information, orientation and exploration for junior high school students (7-9), that will increase their knowledge of the World of Work, provide them with an opportunity to have exploratory experiences and facilitate them in seeing first-hand occupational training programs and occupations unfamiliar to them.

4. The development and implementation of provision to insure initial placement of all students at the completion of their schooling. Intensive occupational counseling, together with career awareness, exploratory experience and job preparation appropriate to the ability and interests of the students to insure the proper placement process, will aid in reducing the flow of students into the ranks of the underemployed or unemployed.

The evaluation report is designed to provide information on the degree to which the South Dakota Career Education Program met the preceding objectives in its first year of operation.

Procedures and Design of the Evaluation

The procedures for the evaluation of the South Dakota Career Education Program were as follows:

1. The evaluation team determined the assessment goals of the program evaluation. These goals included the collection of assessment data in the three major dimensions of the program emphasis. The three areas were: inservice program and materials development for occupational awareness in the elementary schools; inservice programs and curricular materials for occupational exploration and awareness in the junior high schools and secondary schools; and inservice program and materials for counseling, guidance and placement activities in the schools.

2. The evaluation team determined the extent, kinds and/or types of data to be collected.

3. Techniques and instruments for gathering the assessment data were devised.

4. Assessment instruments were administered at appropriate times throughout the project year.

5. Data gathered from the assessment instruments were compiled by the evaluation team.

6. The final report was written and submitted.

Specific evaluation techniques utilized in preparing the final report included:

1. Assessment questionnaire administered to workshop participants involved in career development training sessions at the project center.

2. Questionnaire administered to a sample of all teachers involved in the first year phase of the project.

3. Questionnaire administered to a sample of all counselors in the fifty target schools of the project.

4. An assessment instrument administered to all participants of the Summer Seminars in Guidance, Counseling and Placement.

Evaluation Results

The presentation of the results of the evaluation study is divided

into three sections. These sections are: (1) data on the elementary school component, (2) data on the junior high and secondary school component; and (3) data on the counseling, guidance and placement services component.

CAREER EDUCATION IN K-6

The major thrust of the project in the elementary school field has been a beginning "to develop statewide programs in the elementary schools of career awareness."

Prior to the first meetings with the contact persons, Career Education personnel were developing, improving, and publishing materials for the schools. Numerous orders for additional materials have been received from schools cooperating in this year's program.

Following the meetings in December with the school contact persons, the first workshop in the field was held on January 9, 1974. Other workshops involving 52 schools were scheduled through May 18th. Special emphasis at each of these meetings was placed on career awareness in the elementary schools by Mrs. Helen Dickson, Elementary Curriculum Occupational Specialist from the Career Education Program, and members of the Workshop staff. Materials explained and distributed at these one-day workshops included:

1. Elementary Awareness Guides which had been produced and field tested by Watertown teachers in the Career Development Project.

2. Goal Statements based upon the Elementary Awareness Guides. These outline a scope and sequence for career education.

3. Career Explorations, Designs for Field Trip Reporting.

4. Shopper's Flyer for Elementary School Career Education Curriculum Materials.

5. K-6 Self Awareness and World of Work Language Arts lessons for instructional use by teachers immediately after the workshops.

6. Written definitions of career education.

7. Strategies for utilizing career education in classroom situations.

At most workshops, evaluation forms were completed by the participants and were made available to the evaluation team. Information from these evaluation forms and from visiting with the workshop team indicates that the instruction and materials were well received. As one might expect, there seems to be a close relationship between those who believe career education to be more than a "passing fad" and those who gave high

ratings to the workshops. Many comments indicating pleasure and value in the workshops were evident on the evaluation forms. Typical expressions were, "I gained many new ideas and it refreshed my outlook on education" and, "I'm very glad I came". Questions pertaining to content, organization, and time of these inservice workshops were generally checked as "adequate" or "very adequate".

During early April, "Elementary Teacher Survey" sheets were mailed to the school contact persons. Instructions were to have these completed by five or ten teachers, depending upon school size. This random sample survey was then returned to the career education office where they were made available to the evaluation team.

Since there is no base from which one may make comparisons, the value of this survey lies more in the idea that it was a follow-up for those who had already attended a workshop. Certainly some value may be derived in terms of emphasis to be placed on future workshops.

As a brief explanation, the survey was slanted toward many of the concepts of career education. In general, the person who favors career education should respond with "agree" or "strongly agree". An analysis of the eighty-five "Elementary Teacher Survey" sheets indicates the following:

(1) 54.6% responded by "agree".
(2) 33.3% responded by "strongly agree". In other words, 87.9% were positive toward these career education concepts.
(3) 8.2% responded as "undecided".
(4) 3.9% disagreed with an insignificant three out of a possible 1700 indicating "strong disagreement".

The respondents indicated unanimous agreement with the concept that a teacher should assist students in developing the ability to get along with people. Like treatment was indicated for the concept that students should learn the value of work through their entire educational experience. Some of the areas of disagreement with the percentage of those disagreeing or undecided are included in the following:

(1) 29% (21% U; 9% D) questioned financing career education from local school budget.
(2) 22% (13% U; 9% D) were opposed to the concept that teachers should have work related experiences to increase teacher understanding of other vocations.
(3) 29% (16% U; 13% D) did not feel that teaching responsibilities should increase due to the emphasis of career education in the schools.
(4) 35% (27% U; 8% D) felt that those in career education oriented programs might not do as well on standardized tests as students in regular classes.

Forty percent of the respondents indicated that career education is basically another term quite similar in meaning to vocational education. An analysis of the attitude concepts checked by those who equate

career education with vocational education did not indicate that this misconception reflected upon their attitudes toward career education.

The curriculum materials developed for career education by the Career Education staff are very good. The language arts lesson distributed at the workshops for implementation the next day was especially practical. Whether the Awareness Guides will be effective or not is a matter of concern that may have to be investigated next year. Too often, a study guide, regardless of its quality, gathers dust on a shelf.

McKinley Elementary School in Watertown served as a prime demonstration school for on-site visitations.

The counselors and administrators at the outset of the project attended one-half day of demonstrations which teachers geared to major goal statements that reflected some of the significant lessons in the Elementary Awareness Guides.

The guides, developed by the curriculum specialist, contain a series of occupational reference materials planned, written, and taught by Watertown area teachers.

They contain extensive information about the world of work. Knowledge which teachers lack due to the newness of career education is contained in the series.

After exposing counselors and administrators to the lessons at McKinley, the groups of people they sent to the project for briefing often requested to attend the school and demonstrated considerable interest in securing a set of guides for their school as well as a Goal Statement Chart.

As a follow-up to the demonstration school visit, teachers viewed curriculum materials and audio visual aids, and were taught the use of a curriculum form which assists them in integrating their own curriculum through strategies geared to teach specific awareness, concepts, and generalizations. One of the teacher's own lessons is then produced with that curriculum form as a basis. The specialist hopes that more will come from the teacher as (s)he gets used to the process, a way of planning career education.

Since many more guides than the one set with which they were provided are often requested by teachers, and the project funds for its reproduction are limited, the staff is pleased that the set can be ordered from the ERIC system, a nationwide Educational Resources Information Center of the U.S. Office of Education. The guides are also being incorporated on microfilm into the South Dakota VIEW Program.

SECONDARY CURRICULUM

The objectives in the area of career education in secondary schools involved few objectives. These objectives were: (1) conducting a program

of inservice training for teachers and administrators; (2) developing and assembling materials which contribute to career orientation and career exploration in the junior high school; (3) developing and assembling materials that would assist the students to increase their self-awareness, to gain a favorable attitude toward work, and to develop and practice appropriate career decision-making skills; and (4) stressing the importance of job preparation in grades 10-14 with emphasis on work experience and constructive educational opportunities.

Objective I: Inservice Training

During the first year of the project, the Career Education staff planned to conduct inservice training for teachers and administrators in approximately 50 schools. To date, workshops were held in 33 schools. In addition, inservice training sessions were held with designated contact people in 39 schools.

These workshops had two major thrusts, namely, to explain basic concepts of career education and to concentrate upon the task of implementing career education in the established curriculum.

At the junior high level, three elements were emphasized: (1) career exploration, (2) mastery of skills as a precondition to any career, and (3) by the ninth grade students will begin instruction in reasoned career choice.

At the senior high level (grade 10-12), emphasis was on (1) developing skills necessary for the tenative career path, (2) continued exploration and (3) a combination of career preparation for a very tentative career path and career exploration.

A secondary teacher survey was distributed to a sample of 78 teachers in order to determine present attitudes to career-related aspects. This provided an opportunity to note present attitudes.

Also, a sample of 4 career education workshops were evaluated as to general teacher attitudes toward career education and an evaluation of the workshop.

The results indicate that there was a very strong interest in career education, and they believe it should receive a much stronger emphasis. It also pointed out their lack of experience and training for implementing a career education curriculum.

The workshops received a highly favorable evaluation.

During the course of the year, a change was made in the format of conducting the workshops. Instead of dealing with in-depth presentations to all teachers, overviews were given to all, and in-depth presentations were given to a lesser number of teachers and administrators who indicated a great interest. It appears that the latter method is much more effective.

Objective II: Career Orientation and Career Exploration in Junior High

This objective was met by developing career exploration curriculum materials in certain areas and distributing them to the project schools, and by emphasizing the importance of career exploration to the teachers and administrators at workshops.

Guides were produced in the areas of Music, Health, American History, Language Arts, and a Career Planning Unit. These materials were evaluated as a group by a new instrument called "Assessment of Career Education Materials". These materials are very well done. The major weakness would be the lack of more detailed, specific objectives.

It is suggested that more guides should be developed in other subject areas. Particularly helpful are the possibilities suggested in hands-on activities, games, and simulations. These hands-on activities may be more easily available in rural schools than field trips or larger numbers of resource people. After having actively engaged in a simulated career experience, the students may be able to better relate to and benefit from a resource person who represents his occupation.

Although career materials were not developed in some subject areas as yet, information was provided about the acquisition of career education materials from other sources. All of the participating schools were made aware of these materials and how they might be obtained. Although these materials are of varying quality, they serve to provide the teacher with a great number of career exploration possibilities.

Each school was provided with A Very Selective Annotated Career Education Bibliography. This document served as a basic reference document which could be used as a further reference document and also to serve as an aid to purchase career education materials from the $200 each school received from the project for this purpose. The bibliography is divided into five sections: (1) basic literature on career education, (2) career education bibliographies, (3) printed curriculum materials, (4) audio-visual software, and (5) simulation and instructional games. This is an excellent document in the judgment of the evaluators.

Objective III: Career Decision Making Skills

The objective is not to have students choose their career at this point but to have the students realize that they arrive at a career choice as a result of a reasoned effort. It also attempts to help students gain an awareness of and beginning competency skills and procedures which can contribute to intelligent decision making.

A "Career Planning Unit" was produced and distributed for use in the junior high school. This guide could be easily modified for use in the senior high school.

The "Career Planning Unit" is designed for use in the ninth grade. It is divided into four sections, namely (1) self-awareness, (2) invest-

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igation of adults careers, (3) matching personal traits with occupational characteristics and (4) planning a future program of study.

This unit appears to be of excellent quality.

Objective IV: Emphasizing the Importance of Job Preparation in Grades 10-14

The grade levels 10-14 have unquestionably received the least emphasis during the first year of the Career Education Project. This was because of deliberate choice because it was reasoned that the most critical—and least developed—area in secondary curriculum was grades 7 through 9. Efforts were made to make secondary teachers and administrators aware of career possibilities.

Emphasis was placed on the value of the Multi-District Vocational Career Center, particularly in rural areas.

Although the main thrust of the curriculum guides already prepared are designed for the junior high school, much of the material contained in the guides is applicable to senior high school as well.

Many of the curriculum and instructional materials cited in the secondary school career education bibliography are designed specifically for grades 10,11, and 12.

Conclusion (Secondary Curriculum)

Significant progress has been achieved in area of secondary curriculum. Workshop procedures were changed and improved over the course of the year as a result, a more effective format for conducting inservice training has received many favorable comments as indicated in the workshop evaluations. This should provide immediate dividends when working with additional schools this coming year.

The curriculum guides that have been developed are helpful in assisting teachers to infuse career education in the cirriculum. It is planned to develop additional guides in the subject matter areas in the year ahead.

A start has been made to build a base for career education in the junior high school. The Career Planning Unit should assist the counselor or/and classroom teacher to incorporate these materials into a comprehensive unit of instruction designed to introduce students to a reasoned career choice.

A small, but reasonable, start has been made in career education activities in grades 10-12. Materials have been identified, and some produced, for use in the upper grades. Many people have been introduced to the multi-district vocational career center idea. A start has been made, but a significant amount remains to be done.

GUIDANCE COMPONENT

The guidance component of the South Dakota Career Education Program emphasized consultative assistance to school counselors and the development of career education materials for use in career counseling and guidance activities in the contact schools.

The consultative assistance was in the form of direct contact with counselors from the fifty schools involved in the Career Education Program. Assistance was given in career guidance program development and the utilization of career information and decision-making materials in the total school guidance process.

Through the guidance component of the South Dakota Career Education Program, a number of career materials were developed to assist the school counselor in personalizing the career development process according to individual student needs. Materials developed and implemented in a number of the contact schools included the following:

1. Guidance Information Center - This resource was developed to assist small schools that are not able to set aside a room for a Guidance Information Center. A model portable career laboratory was built by students as a group industrial arts project for approximately $20. This lab was exhibited at career development workshops, and a blueprint and materials list was given to schools interested in building the lab. An additional incentive for the development of more extensive and relevant career guidance informational programs was the provision of $200 to each school for the purchase of career development materials to augment the guidance information center.

2. Career Clusters and Job Families - The career cluster concept was adapted to South Dakota career guidance needs. Thirteen career clusters were identified. Each cluster was sub-divided into job families.

3. Career Cluster Directories - South Dakota Career Education and the Vital Information for Education and Work program jointly produced two Cluster Directories, a student handbook and a counselor handbook. The directories contain jobs representative of each career cluster and job family. No attempt was made to cluster all careers. However, the occupations that are listed in the directory can serve as guides for careers not clustered. The Directories were designed to be used with the Cluster Interest Inventory, the VIEW program, and the Educational Opportunities Poster. The directories were distributed to all South Dakota school counselors at no charge.

4. Cluster Interest Inventory - A locally designed interest inventory was devised to assist students in their investigation of the world of work. The inventory directs the student to indicate likes or dislikes of jobs representative of each

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cluster and each job family. The inventory also assists students in exploring their interest in hobbies, sports and school subjects. The inventory is designed to narrow the over 30,000 career possibilities into two or three high interest clusters for the student to explore in depth. The inventory has been commercially printed and has been made available to school counselors at no charge.

5. Career Clusters and the VIEW Program - The Counseling Specialist worked with the Vital Information for Education and Work Project to implement changes in the format of the VIEW deck. The deck has been clustered and is now useful as an exploratory tool. The cluster adaptation of the VIEW program will be distributed at no charge by the VIEW project to all South Dakota high schools.

6. Educational Opportunities Poster - An educational opportunities poster has been developed containing the offerings of public and private colleges and universities in South Dakota. The poster is designed to help students find the institutions that offer programs in their high interest clusters. The posters will be distributed at no charge to South Dakota counselors.

7. After High School What? Poster - This poster was designed to give students sources of information on career opportunities. The poster is designed as an awareness tool to familiarize students with the less publicized career paths. Information on the career paths includes sources of additional information, cost or pay, length of training, type of training, positions available, requirements, and additional information. The poster has been distributed to all South Dakota counselors at no charge.

8. Counselor's Workbook - The Counseling Specialist in conjunction with the Pupil Personnel Services Division of the Department of Elementary and Secondary Education and South Dakota State University has developed a counselor's workbook. The purpose of this workbook is to assist the counselor in developing a well-balanced guidance program based on the South Dakota accountability model and a corresponding needs assessment instrument. The Counselor's Workbook contains objectives and suggested activities for 16 student need areas including career awareness, career exploration, career planning, and career placement. The workbook is being made available on a yearly basis through the South Dakota Department of Elementary and Secondary Education.

9. Financial Aid Directory - To assist students in planning career paths, a financial aids directory was developed as a joint project with the Youth Services System and the South Dakota Association of Student Financial Aid Administrators. The directory, entitled Dollars and Sense, contains information on Federal and State Aid Programs, general financial aid background

and institution information. This directory has been distributed to all school counselors.

In addition to the previously mentioned career development materials, preliminary planning has been completed on three additional counselor resource projects. These projects are:

1. Educational Planning Worksheet - This worksheet is being designed to assist the college-bound student in the college selection process. The worksheet is designed to assist the student in two ways. First, the worksheet aids the student in identifying the characteristics he considers important in a college or university. Second, it assists the student in identifying the characteristics and requirements of prospective institutions.

2. Job Analysis Worksheet - The purpose of this worksheet is to help students take an in-depth look at prospective jobs as well as aid the student in understanding his job preferences.

3. Guidance Materials Consortium - The feasibility of creating a guidance materials consortium to assist school counselors in obtaining free guidance material. Preliminary research by the Counseling Specialist indicates that associations, labor unions and others will mail material to a group of schools if mailing labels are provided. A sample mailing by South Dakota Career Education produced a high rate of response, and was favorably received by the counselors.

Two research projects were completed by the project evaluator to assess the effectiveness and implementation of the assistance and materials provided by the Counseling Specialist of the South Dakota Career Education Program. The first project was an assessment of approximately 50 percent of the counselors that received direct assistance from the Counseling Specialist. This assessment elicited evaluational data from the counselors concerning the usefulness and helpfulness of the materials and assistance received from the Counseling Specialist. The second assessment was an evaluation of the Seminars in Counseling, Guidance and Placement. These seminars were designed specifically to assist school counselors in implementing life/career guidance programs in their respective junior and senior high schools.

GUIDANCE AND COUNSELING SERVICES

A major element of the South Dakota Career Education Program is working with school counselors to assist counselors in more effectively meeting the career development needs of the students in their respective schools. The services of Mr. Douglas Herzog, counseling specialist with the South Dakota Career Education Program, have emphasized continuous and effective contact with school counselors.

To assess the effectiveness of this contact and to provide the South Dakota Career Education Program with feedback information on the

continuous development of counseling assistance, a questionnaire was administered to twenty-five counselors from schools which had some degree of contact with the South Dakota Career Education Program. This sample represented about 50 percent of the schools contacted in the 1973-74 phase of the South Dakota Career Education Program. The questionnaire elicited information concerning the amount of contact that the school counselor had with the South Dakota Career Education Program, assistance received in guidance and career planning, assistance received in placement, assistance received in testing, and miscellaneous assessment information.

The results of this evaluation are presented in the remainder of this report.

Contact with the South Dakota Career Education Program

This section of the questionnaire contained the following two questions:

1. Did you attend the Career Education orientation session in Watertown in December, 1973?

2. Has the South Dakota Career Education staff been to your school to put on a Career Education Workshop?

These questions were designed to provide an assessment of the direct contact of the counselors with the South Dakota Career Education Program. The results of this survey revealed that 67 percent of the respondents had attended the Career Education orientation session. Fifty-four percent had been recipients of a Career Education Workshop in their local schools.

Assistance with Guidance and Career Planning

This section assessed the amount of counselor time spent in direct school guidance services and the type of guidance and career services provided in the respective schools. The utilization and effectiveness of specially prepared materials by the Counseling Specialist of the Career Education Program was also assessed. The questions in this section included:

1. Are you a full-time guidance counselor? If no, how much time do you spend on counseling and guidance?

2. Do you offer guidance through any or all of the following: individual conference, informal groups, required courses, elective courses?

3. Are you familiar with the cluster concept? If yes, please answer the following questions:

   a. Was the cluster concept first brought to your attention through your contact by South Dakota Career Education?

b. Have you clustered your VIEW deck?
c. Have you clustered other career information?
d. Is clustering a workable system?

4. Have you received the "After High School What?" poster? If you have, is it a useful guidance tool?

5. Have you received the Career Cluster Directories? If you have, do your students use them in conjunction with the VIEW deck?

6. Do you have an area where you can display occupational information?

7. Do you have or do you need any of the following materials? Occupational Outlook Handbook, VIEW microfilm material, brochures on various occupations, information on opportunities in the military, vocational-technical school catalogs, information on apprenticeship, information on opportunities with the Federal Government, information on opportunities with the South Dakota State Government, information on colleges, information on financial aid, information on personal-social problems (drinking, drugs, pregnancy, etc.)?

Table I lists the counseling assignments of the respondents to the questionnaire. The amount of time devoted to direct guidance and counseling services was defined as full-time, more than half-time but not full-time, half-time, and less than half-time. The percentage of respondents for each classification is listed in Table I.

TABLE I

Counseling Assignment of Respondents

Classification	Percent
Full-time	29
More than half-time but not full-time	8
Half-time	8
Less than half-time	42
No response	13

An examination of Table I reveals that 58 percent of the respondents were assigned to guidance and counseling responsibilities in their respective schools on a half-time or less basis while 37 percent of the counselors were employed on either a full-time or more than half-time basis.

The various organizational structures for providing guidance and counseling programs in the school are listed in Table II. The respondents were asked to indicate whether guidance services were offered through individual conferences, informal groups, required courses, and elective courses.

TABLE II

Organizational Structure for Providing Guidance Services

Structure	Percent Yes	Percent No	Percent No response
Individual Conferences	96	0	4
Informal Groups	83	8	8
Required Courses	25	54	21
Elective Courses	17	50	33

Individual conferences and informal groups are used extensively by the counselors responding to the questionnaire. Less extensive use is made of a course approach, either elective or required, to providing guidance services.

An assessment was made of the counselors' understanding and utilization of the career cluster concept. Table III contains the responses in percentages to the questions concerning the use of the career cluster concept.

TABLE III

Understanding and Use of the Career Cluster Concept

Question	Percent Yes	Percent No	Percent No Response
Have you received the "After High School What?" poster?	83	13	4
Is the "After High School What?" a useful guidance tool?	84	0	16
Have you received the Career Cluster Directories?	88	8	4
Do your students use the Career Cluster Directories in conjunction with the VIEW deck?	91	5	5
Do you have an area where you can display occupational information?	96	4	0

Most respondents had received both the "After High School What"? poster and the Career Cluster Directories. A high degree of use of these materials was indicated by the counselors. The "After High School What" poster was evaluated as a useful guidance tool by 84 percent of the respondents. Nearly all the respondents had an area defined for the display of occupational information materials.

The respondents were asked to indicate their need for a variety

of career development materials. Table IV indicates the results of this survey. The categories which the respondents were asked to check were: have the materials, do not have the materials, need the materials, and need more materials.

TABLE IV

Need and Availability of Career Development Materials

	Percent Have	Percent Do not have	Percent Need	Percent Need more	Percent No Answer
Occupational Outlook Handbook	62	17	13	16	8
VIEW microfilm material	75	13	0	21	13
Brochures on various occupations	79	8	8	37	8
Information on opportunities in the military	62	25	4	4	8
Vocational-technical school catalogs	70	13	8	12	8
Information on apprenticeship	71	13	13	42	4
Information on opportunities with the Federal Government	50	21	12	34	4
Information on opportunities with South Dakota State Government	59	30	25	42	4
Information of colleges	67	21	0	17	13
Information on financial aid	72	21	4	30	8
Information on personal-social problems	71	17	8	46	8

The results of the assessment of counselors' need for various career development materials indicates specific demand areas of career information needs. The need areas, listed from greatest to least need, are as follows: (1) information on opportunities with South Dakota State Government, (2) information on apprenticeships, (3) information on personal-social problems, (4) information on opportunities with the Federal Government, (5) brochures on various occupation, (6) information on financial aid, (7) Occupational Outlook Handbook, (8) VIEW microfilm material, (9) Vocational technical school catalogs, (10) information on colleges, and (11) information on opportunities in the military. The preceding need priorities was based on the counselors stated needs as reflected in the need and need more categories.

Assistance with Placement

This section assessed awareness and development of occupational placement programs and resources at the local high school level. The questions in this section were:

1. Are you familiar with the South Dakota Job Bank? If yes, do you receive it on a weekly basis?

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2. Do you help graduates wishing to directly enter the labor market find jobs?

3. Do you help students find summer jobs?

4. Do you help students find part-time jobs?

5. Do you think the counselor should be involved in job placement?

Table V contains the responses of the counselors to the questions concerning placement programs and resources.

TABLE V

Counselor Awareness and Utilization of Placement Resources

Question	Percent Yes	Percent No	Percent No Response
Are you familiar with the South Dakota Job Bank?	58	42	0
If yes, do you receive it on a weekly basis?	20	70	10
Do you help graduates wishing to directly enter the labor market find jobs?	63	33	4
Do you help students find part-time jobs?	63	38	0
Do you help students find summer jobs?	67	33	0
Do you think the counselor should be involved in job placement?	75	25	0

An examination of Table V reveals that slightly over half of the counselors were familiar with the South Dakota Job Bank. Of those counselors familiar with the Job Bank, twenty percent received the listing on a weekly basis. Sixty-three percent of the counselors assist students who plan to enter the labor market find jobs. The same percentage also assist students in locating part-time jobs. Sixty-seven percent of the counselors help students find summer jobs. Seventy-five percent of the counselors support job placement as an important function of the school counselor.

Assistance with Testing

This section of the evaluation instrument was designed to gain

information on the utilization of interest and aptitude tests as part of the school guidance program. Specifically emphasized was the Cluster Interest Inventory. This inventory was designed by the Counseling Specialist of the South Dakota Career Education Program. The following questions comprised this section of the assessment questionnaire:

1. Is an interest test part of your guidance program?

2. Is an aptitude test part of your guidance program?

3. Have you received a copy of the Cluster Interest Inventory?

4. Have you used the Cluster Interest Inventory as an exploratory guidance tool? Comments:

5. Would you use the Cluster Interest Inventory if it were made available in quantity at little or no cost?

Table VI lists the responses to the items in the testing section of the questionnaire in percentages of yes, no or no response.

TABLE VI

Utilization of Interest and Aptitude Testing Programs

Question	Percent Yes	Percent No	Percent No Response
Is an interest test part of your guidance program?	79	21	0
Is an aptitude test part of your guidance program?	83	17	0
Have you received a copy of the Cluster Interest Inventory?	79	17	4
Have you used the Cluster Interest Inventory as an exploratory career guidance tool?	42	54	4
Would you use the Cluster Interest Inventory if it were made available in quantity at little or no cost?	96	4	0

Table VI reveals that 79 percent of the counselors use an interest test as part of their guidance program. A slightly higher percentage of the counselors use an aptitude test for guidance purposes. Seventy-nine

percent of the counselors had received a copy of the newly developed Cluster Interest Inventory. Approximately half of the counselors who had received the Inventory had used it as an exploratory career guidance tool. The counselors heavily supported the use of the Cluster Interest Inventory if it were made available to the schools at little or no cost.

Miscellaneous Assessment Information

The miscellaneous section of the questionnaire explored "hands on" experience programs for high school students, amount of basic instruction students are receiving in job seeking skills and related areas, and the school utilization of the $200 grant for guidance materials. The section contained the following questions:

1. Have you purchased material with the $200 grant your school received?

2. Do your students have the opportunity to explore through "hands on" experiences their high interest areas through any of the following: Vocational Industrial Clubs of America, Exploring Careers (Boy Scouts of America), Multi-district Career Center, Future Farmers of America, Future Homemakers of America, Yearbook, Library, Future Teachers of America, or other opportunities?

3. Does your school prepare students through the guidance program or through classroom instruction in the following areas: how to apply and interview for work, where to look for work, how to balance a monthly budget, how to determine take home pay, how to file a tax return, and how to buy insurance?

Sixty-three percent of the counselors indicated that career development materials had been purchased with the $200 school grant. Thirty-eight percent had not completed the purchase procedure. A number of the latter group were in the process of finalizing purchasing procedures. A wide variety of career development aids had been purchased by the counselors.

A profile of the student opportunities for "hands on" career development experiences in the respondents' schools is presented in Table VII. The percentage of schools offering exploratory career groups is detailed in Table VII.

TABLE VII

"Hands on" Career Development Experiences in Respondent Schools

Exploratory Group	Percent Yes	Percent No	Percent No Response
Vocational Industrial Clubs of America	17	75	8

TABLE VII, Cont'd

Exploratory Group	Percent Yes	Percent No	Percent No Response
Distributive Education Clubs of America	33	58	8
Exploring Careers (Boy Scouts of America)	46	42	13
Multi-district Career Center	42	46	13
Future Farmers of America	33	54	13
Future Homemakers of America	54	33	13
Yearbook	92	4	4
Library	92	8	0
Future Teachers of America	25	63	13

The responses to the survey of "hands on" occupational exploration experiences in the respondent schools indicates that the following interest areas are available to students in descending order from most available to least available: yearbook, library, Future Homemakers of America, Exploring Careers (Boy Scouts of America), Multi-district career centers, Future Farmers of America, Distributive Education Clubs of America, Future Teachers of America, and Vocational Industrial Clubs of America. Only three of the nine interest areas were available in over 50 percent of the schools. These three areas were Future Homemakers of America, yearbook, and library.

Table VIII lists the results from the assessment of the extent of opportunity for students to receive basic instruction in job-seeking and related skills.

TABLE VIII

Preparation of Students in Job-Seeking and Related Skills

Skill	Percent Yes	Percent No	Percent No Response
How to apply and interview for work	88	8	4
Where to look for work	88	8	4
How to balance a monthly budget	79	13	8

TABLE VIII, Cont'd

Skill	Percent Yes	Percent No	Percent No Response
How to determine take home pay	75	13	13
How to file a tax return	83	13	4
How to buy insurance	71	25	4

An examination of Table VIII reveals that the respondent schools are incorporating opportunities for students to develop job-seeking and related skills. In excess of 70 percent of the schools provide instruction, either through the guidance program or through classroom instruction, in each of the six identified skill areas.

The final question of the questionnaire asked the respondents to list ways that the South Dakota Career Education Program could be of further assistance in the area of guidance and counseling. A listing of the suggestions of the respondents is as follows:

1. Continue to expand VIEW deck.
2. Prepare a course outline for a study of career education in a regular classroom situation.
3. More inservice workshops with teachers to explain the career thrust within the school system.
4. Preparing curriculum guides for each subject so career education can be implemented in each class.
5. Involve the school boards and administration more in the theory and need for meaningful education.
6. Keep counselors more aware of materials available.
7. Workshops for counselors in career education.

Summary Evaluation and Recommendations

Based on the assessment data gathered through the questionnaire, the following conclusions and recommendations are made:

1. The South Dakota Career Development Counseling Specialist is reaching school counselors in the target schools in a meaningful and helpful way.
2. The provision of materials developed by the Counseling Specialist has been useful to school counselors in assisting with the Career Development process in their respective schools. Of particular importance have been the Career Cluster Inventory,

the Career Cluster Directory, the Decisions for Living booklet, and the "After High School What?" poster.

3. School guidance programs have been given needed assistance in the purchase of career development materials. The expenditure of $200 per participating school appears to be helpful in initiating the use of important career development materials and aids.

4. Continued development of career development materials and consultation with school counselors should be a definite priority of the Counseling Specialist.

5. Since a significant percentage of the schools indicated need for career development materials and resources, methods for assisting the schools in updating their career information library should be implemented.

6. It appears that school counselors could utilize assistance in defining the placement function and process with students who plan on entering the labor market after leaving the school.

7. The Counseling Specialist should give attention to ways of assisting the schools in the development of increased "hands on" experiences through both high interest groups and possible guidance programs.

Summer Seminars

Two Summer Seminars in Counseling, Guidance and Placement were sponsored by the South Dakota Career Education Program. The seminars were held at Camp Lakodia, Madison, South Dakota from June 3 to June 7, 1974 and at Cheyenne Crossing, Lead, South Dakota from July 29 to August 2, 1974. The seminars were jointly sponsored by South Dakota State University, the South Dakota Division of Elementary and Secondary Education, and the South Dakota Department of Vocational-Technical Education.

The seminars combined the presentation of information on a wide variety of career development, life/career planning, and resource development and utilization programs with counselor work sessions devoted to the development of guidance, counseling and placement programs according to a student needs assessment model and a counselor program development workbook.

Workshops components included the following speakers, discussions, and activities:

1. A keynote presentation on life/career guidance by Dr. Norman Gysbers at the Camp Lakodia Seminar and by Dr. Earl Moore at the Cheyenne Crossing Seminar. Both speakers are prominent counselor educators at the University of Missouri.

2. A discussion of a proposed youth services guide was discussed at the workshop by the Division of Elementary and Secondary Education's Youth Development/Delinquency Prevention staff. This handbook could serve as a resource for programs and organizations of interest to young people. A proposed youth services referral center was also discussed.

3. A comprehensive presentation of the services and programs of the South Dakota Career Education Program. Two unique counseling aids developed by the Career Education Program staff were explained during this session. These aids were the Decisions for Living booklet and the Career Cluster Inventory.

4. A special presentation of a life/career planning model which incorporated creative job seeking skills and career development processes.

5. A mini-post high school opportunities workshop was held to familiarize seminar participants with a number of student career choice possibilities. Representatives from the Armed Services, Federal Civil Service, the State Bureau of Personnel, and the Bureau of Apprenticeship and Training were present for a discussion of the services of these agencies.

6. Explanations of the development of community resource utilization, and the use of the South Dakota Vital Information for Education and Work (VIEW) program materials.

7. A discussion of recent changes in financial aids programs was presented. The newly developed Financial Aids Directory was distributed.

8. A presentation was given on the Exploring Careers Scouting Program.

9. The South Dakota Employment Service and the South Dakota Division of Vocational Rehabilitation presented information on student related programs.

10. A demonstration of the Occupational Formboard, a device for career exploration, was presented.

11. A presentation and discussion was held on designing a student centered guidance program based on student needs assessment data.

12. Individual and small group program development activities were conducted to assist each counselor in re-assessing and developing a guidance program for her/his local school.

13. A presentation of the South Dakota Counselor's workbook was made. The handbook was utilized in assisting the counselors in the development of program objectives and activities based on student needs.

Evaluation Design

The evaluation design for the seminar consisted of the administration of a post-seminar evaluation form. This form identified the central components of the seminar and elicited participant response on two evaluative dimensions. These dimensions were the importance of the seminar component and the effectiveness of the component. Participants were asked to rate the importance of the seminar component to an understanding of life/career guidance on a scale of one to five. The one value was interpreted as a rating of not important while the five value signified that the seminar component was very important. The effectiveness dimension also used a one-to-five rating continuum. A one rating indicated that the seminar component was not effectively implemented while a five rating indicated that the component was very effective. In addition to the individual ratings, comments regarding each of the program components was elicited from the seminar participants. The seminar evaluation form also included a section inviting the participants to respond to the following four open-ended questions:

1. What specific insights and ideas have you gained from this workshop that you will be able to implement in your counseling work?

2. Using the student need aresas of the South Dakota Counselor's Workbook as a guide, indicate specific inservice needs that would be helpful in assisting you to further develop your competencies and program needs.

3. List any areas or ways that South Dakota Career Education could be of further assistance to you in life/career guidance.

4. Would you recommend that all school counselors attend a life/career workshop? ____Yes ____No Comments:

The open-ended questions were designed to assess the application potential of the seminars as well as to give added direction for further assistance to South Dakota school counselors by the South Dakota Career Education Program.

Evaluation Results Table I details the means for the responses of the seminar participants' ratings of the importance and effectiveness of the seminar activities and presentations. Information is presented for both the Camp Lakodia and Cheyenne Crossing seminars.

TABLE I

Table of Means for the Evaluation of the Seminar Components According to Importance and Effectiveness Dimensions

Workshop Component	Camp Lakodia		Cheyenne Crossing	
	Importance	Effectiveness	Importance	Effectiveness
Keynote Presentation	4.58	4.67	4.02	4.07
State Youth Services Presentation	3.10	2.53	4.02	3.72
South Dakota Career Education Program Explanation	4.40	4.34	4.34	4.04
Decisions for Living Booklet	4.75	4.73	4.35	4.17
Cluster Interest Inventory	4.65	4.59	4.53	4.30
Life/Career Planning (Creative Job Seeking Skills)	4.15	4.24	4.17	4.16
Mini-post High School Opportunities Workshop	3.72	3.46	3.72	3.20
Armed Services	3.63	3.24	3.29	3.00
Federal Civil Service	4.13	4.00	3.87	3.65
State Bureau of Personnel	4.00	3.40	3.71	3.19
Bureau of Apprenticeship and Training	3.85	3.46		
VIEW Program	4.39	4.25	4.19	3.74
Community Resource Explanation	4.02	3.77	4.26	3.98
Financial Aids Presentation	4.36	3.80	3.76	2.88
Financial Aids Directory	4.38	4.21	4.28	3.94
Scouting Exploring Careers Program	3.18	2.71		
Vocational Rehabilitation Presentation	4.05	3.78	3.82	3.40
Employment Security Department Presentation	4.13	3.20	3.54	2.91
Occupational Formboard Presentation (2)	3.70	3.94		

Table I, Cont'd

Workshop Component	Camp Lakodia Importance	Camp Lakodia Effectiveness	Cheyenne Crossing Importance	Cheyenne Crossing Effectiveness
District I Youth Services Presentation (1)			4.02	3.72
Accountability and Needs Assessment Presentation	4.52	4.44	4.39	4.00
Individual Program Planning Activities	4.82	4.62	4.65	4.45
South Dakota Counselor's Workbook	4.92	4.82	4.82	4.76
Career Guidance for Women (1)			4.11	3.98
OVERALL WORKSHOP EVALUATION	4.86	4.65	4.78	4.68

1-Not included in Camp Lakodia Workshop
2-Not included in Cheyenne Crossing Workshop

Using the guidelines that a mean response of 3.30 or above indicates a positive evaluation of the importance and effectiveness of the seminar component, a mean response between 2.70 and 3.30 indicates an undecided status, and a mean response below 2.70 indicates a negative evaluation, an analysis of Table I reveals that for the Camp Lakodia seminar, 20 of the 22 seminar components were rated as important by the participants. Two seminar components received a rating in the undecided classification at Camp Lakodia while one received an undecided rating at Cheyenne Crossing. The seminar components receiving the undecided classification were the Youth Services presentation and the Scouting Exploring Careers Program at the Camp Lakodia seminar and the Armed Services presentation at the Cheyenne Crossing seminar.

For the effectiveness dimension, 18 of the 22 seminar components at Camp Lakodia were rated as effective. Fifteen of the 20 Cheyenne Crossing seminar components were rated as effective. At the Camp Lakodia seminar three components were classified in the undecided category. These components were the Employment Security Department presentation, the Scouting Exploring Careers Program, and the Armed Services presentation. One presentation at the Camp Lakodia seminar was rated as not effective. This was the Youth Services presentation. Five components of the Cheyenne Crossing seminar received ratings indicating an undecided status. These components were as follows: Mini-post High School Opportunities Workshop, Armed Services presentation, State Bureau of Personnel presentation, Financial Aids presentation, and the Employment Security Department presentation.

Overall workshop evaluation ratings were very positive. On a rating scale of a highest possible evaluation of 5, the Camp Lakodia seminar received a mean rating of 4.86 as to its importance and 4.65 in its effectiveness. The Cheyenne Crossing seminar was rated 4.78 in importance and 4.68 in effectiveness.

The four open-ended questions of the evaluation instrument were subjected to a content analysis. This analysis identified insights and ideas that could be applied from the workshop, additional inservice needs of the school counselors, suggestions for further assistance through the South Dakota Career Education Program, and recommendations concerning the seminar.

Additional Inservice Needs

Suggestions by the workshop participants in response to the question, "Using the student need areas of the South Dakota Counselor's Workbook as a guide, indicate specific inservice needs that would be helpful in assisting you to further develop your competencies and program needs," included a number of specific inservice educational needs.

Three inservice suggestions received the most attention by the participants. The first suggestion was that a yearly workshop, similar to the one being evaluated, be offered. The counselors indicated that there was a need to share ideas, concerns and program needs. They felt that a yearly exposure to the needs assessment and program development process would assist immeasurably in the improvement of school guidance programs. The second inservice suggestion was a desire for career counseling aids and information. The third inservice need was for the development of increased skills in group counseling processes and activities including small group activities, values clarification, and awareness activities.

Other suggestions for inservice educational programs included: human sexuality workshops, community resource utilization, self-concept development, reaching the non-motivated student, crisis counseling techniques and financial aids.

Assistance from South Dakota Career Education

The following is a list of specific suggestions by the seminar participants of ways that the South Dakota Career Education Program can assist school counselors:

1. Continual updating and dissemination of information.
2. Consultative assistance to local schools and counselors.
3. Publish a list of materials being used and programs in practice.
4. Development and sponsorship of workshops.
5. Listing of resource people for areas of the state.

6. Presenting workshops for school adminstrators.

7. Presenting in-school workshops for teaching staff.

8. Continuation of same services.

Recommendations Concerning the Seminar

A near unanimous recommendation was made by the workshop participants that all school counselors should attend a similar workshop. All participants responded affirmatively to the question, "Would you recommend that all school counselors attend a life/career workshop," with the exception of one participant who responded, "not all, but most."

Summary Evaluation and Recommendations

Based on the evaluation data collected, the following conclusions and recommendations are made:

1. The seminars were extremely well-received by the participants. The high ratings of the seminar components and the enthusiasm demonstrated by the participants to apply the seminar results to their local schools indicate that the seminar was very successful in meeting the needs of the participants.

2. The needs assessment approach to guidance program development was effective in stimulating the participants to reassess and develop guidance programs that are unique to the local student needs. The Counselor's Workbook, in conjunction with the Decisions for Living and the Career Cluster Inventory and Directory, proved to be valuable, concrete tools for program development.

3. Due to the acceptance and usefulness of the seminar as assessed by the participants, careful consideration should be given to the implementation of a follow-up seminar for school counselors. Repeatedly, counselors requested that a yearly seminar be established to keep abreast of developing program and inservice needs.

GENERAL OBSERVATIONS

(1) This has been a year of beginning; the project was approved in September; the first inservice, in-the-field workshop was held in January.

(2) Changes in procedures, workshop methods, school selection, etc., were implemented as needs became apparent.

(3) Pre- and post-testing and/or surveys of students and teachers was not possible.

(4) Measurement of qualitative type changes is very difficult in non-controlled situations.

(5) The calendar of events indicates that the Project had a busy year.

(6) It now appears that a satisfactory framework is available for next year's operation.

(7) Quarterly reports issued by the Program are accurate and complete.

RECOMMENDATIONS

(1) There should be closer communications with the contact person. It would appear that in some schools the contact person did not function effectively. As a result, some faculty members came to workshops without proper orientation, and consequently, too much time was devoted to explaining career education. If money is available, perhaps these persons could be given a token stipend.

(2) Somehow plans should be developed either through Career Education or some other institution to have systematic follow-up over the next two years for those schools indoctrinated in career education this year.

(3) That records reflecting the elementary or secondary emphasis be kept in Career Education on the use made of the $200 granted each school, and that the schools be asked to submit reports on the total money spent on career education materials.

F. CONCLUSIONS, IMPLICATIONS, & RECOMMENDATIONS

The inservice workshops held with teachers at various school systems seem to be of special interest to participants at each workshop site. Identifying those having a high level of interest in career education, then working intensively with these people, appears to be an effective method for beginning specific activities in the various schools.

The summer seminars in guidance, planning, and placement, together with the guidance materials produced by the CE Program, have stimulated interest in career education among the counselors in the state. The Division of Elementary and Secondary Education is reviewing the role that guidance personnel should have in dealing with students. There is a growing awareness that career planning by all students, rather than the college-bound only, is an important function of guidance personnel.

A high degree of awareness of the emphasis on career education is found among teachers, counselors, administrators, and at the higher education levels in the state. This awareness is evident in the interest shown in the CE Program in staff contacts with educators, and serves as a solid footing for the efforts of this program. The outstanding cooperation received by institutions and state agencies has aided in the acceptance of career education across the state.

The CE Program will build upon what it considers a successful first year in its efforts to implement sound career education practices in K-14 education in South Dakota.

The dissemination activities of the CE Program have aided the growing feeling in the state that the career education concept is an important and meaningful one that must be promoted in the schools. South Dakota Career Education hopes to continue to demonstrate that the implementation of career education is vitally needed in the state's education system. There are indications that, contingent upon the success of this statewide program, state funding will continue a program of career education in South Dakota after the present federal funding expires in 1976.

The impact of the CE Program has also gone beyond South Dakota through visiting groups and requests for materials and information.

Here are some responses to these contacts, as well as some comments from in-state:

"At the U.S.O.E. Career Education display in Washington, I saw examples of material from your project which would be very useful to our project staff."

Phyllis Ritvo,
Technical Education Research Centers,
Cambridge, Massachusetts

"Thank you for a very educational day spent in Watertown last

Wednesday. I appreciate all the time you devoted to us, and the many good ideas and suggestions you gave us."

Mary Geffre,
Vermillion Middle School,
Vermillion, South Dakota

"I think that when a team can spend a full day visiting a project and then leave with every member expressing a regret that he doesn't have more time is certainly a tribute to the visitation, what has been seen, and to the people who are operating the program. I've been hearing about the Watertown project for some time and I must say that I was in no way disappointed."

Omer McCaleb,
David Douglas Public Schools
Portland, Oregon

"I am returning the slides and tape which you sent me for my presentation at the National Career Conference. The presentation went very well and I would expect that you will get some follow-up inquiries. I am impressed with your work. . ."

Dr. Robert J. Nejedlo,
Northern Illinois University

"I am writing to extend a sincere thanks for the two excellent workshops you conducted this past week in Northwest Area Schools. We felt that the orientation gave us a reference point from which to work in Future Career Development for our educational programs. The SAVE staff members who will be involved in career education are anxious to visit your center to obtain further training and ideas from your staff."

James Doolittle, Director
SAVE Program,
Northwest Area Schools,
Lemmon, South Dakota

"I would like to thank you for the time and hospitality shown to the Madison (Minnesota) group. We felt it was a profitable day and many ideas were brought forth by classroom observation and the materials that were given to us."

R. Paul Jette,
Madison (Minnesota) Public Schools

"I want to express my appreciation for (Clayton Carlson's) contributions to the Career Education Institute held in Bismarck. Our objective to introduce the career education concept to administrators in the Bureau of Indian Affairs was accomplished."

John K. Ballard,
BIA, Aberdeen, South Dakota

"I was very impressed by the presentation you gave for our inservice day. I would very much like to meet with you sometime again in conjunction with considerations for a program here. . ."

Barbara Rebhuhn,
Mitchell (South Dakota) Public Schools

"We appreciate the career education material . . . it has been put on display at the S.P.I.C.E. career education curriculum writing workshops for administrators, counselors, librarians, and teachers of the New York area."

W. D. Youkstetter,
Institute for Educational Development,
New York, New York

"Thank you very much for sending us your information concerning career education. We have found it extremely useful. I would like to request permission to reproduce some of your materials (activities, course guides) to be incorporated into the District III Career Education Handbook."

Daniel E. Stabile,
Department of the Air Force
(Philippines, Taiwan, Thailand)

"I am pleased that the (guidance and counseling) workshops went well. I am very impressed with your Counselor's Workbook. It seems very useable and should have a real impact on guidance in your state. . ."

Dr. Norman Gysbers,
University of Missouri